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ABSTRACT

The Educational Equity Group was established in 1975 within the National Institute of Education (NIE) to bring a renewed focus to several research and developmental activities previously carried out in separate organizational units of the institute. The group's mandate is to investigate and develop ways to provide high quality education for those with limited educational opportunities. The Educational Equity Program focuses on educational problems faced at all levels by substantial numbers of children and adults who are not well served by the nation's public schools. The Fiscal Year 1977 program focuses on students with any of the following characteristics: live in a milieu of low socioeconomic level; have little or no knowledge of English; are restricted by sex role stereotypes; are participating in the process of school desegregation; belong to an ethnic or racial minority; have learning styles and behavior patterns that differ markedly from school norms. Five NIE units--whose programs are discussed in this brochure -- have become the Educational Equity Group: the Compensatory Education Division, the Desegregation Studies Staff, the Multicultural/Bilingual Division, the School Discipline Studies Staff, and the Womens' Research Staff. (Author/JM)

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Program Plan Fiscal Year 77
Educational Equity Group

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Multicultural/ Bilingual
School Social Relations
Women's Research
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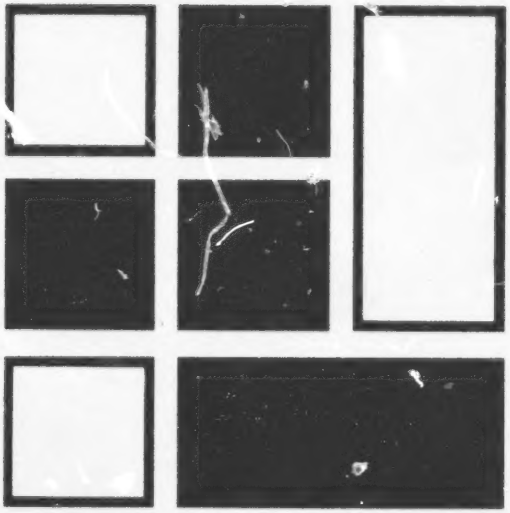

JUNE 1976

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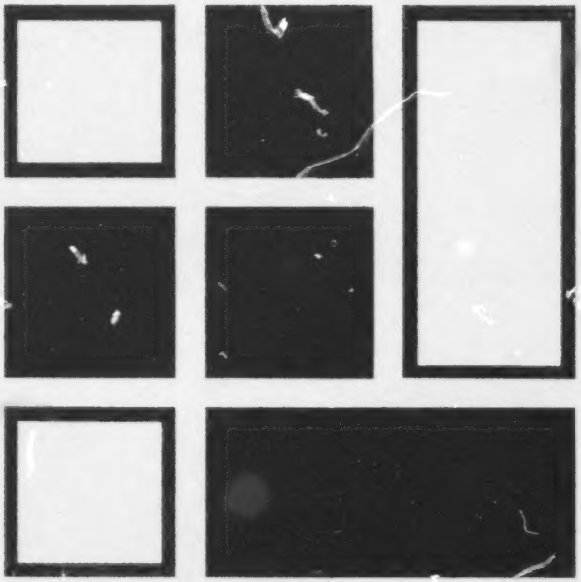
Introduction

The Educational Equity Group is the National Institute of Education's newest program office. It was established in 1975 to centralize NIE research and development activities on a number of pressing concerns: the problems of students who do not speak English or who speak a non-standard dialect of English; the problems women face in obtaining educational opportunities and leadership positions; the problems associated with school desegregation; the problems of school disruption and crime; and the successes and failures of the Nation's compensatory education programs.

The Institute believes these activities to be of great importance. It is our hope that they will contribute to the Nation's goal of insuring a high quality education for all Americans, regardless of race, sex, ethnicity, social status, or language.

Although our financial resources are limited, we would be pleased to receive your comments and suggestions; and we can assure you of our willingness to listen and, where possible, to help. Equality of educational opportunity affects us all.

HAROLD L. HODGKINSON
Director
National Institute of Education



Educational Equity Group

The Educational Equity Group was established in 1975 within the National Institute of Education to bring a renewed focus to several research and development activities previously carried out in separate organizational units of the Institute. The Group's mandate is to investigate and develop ways to provide high quality education for those with limited educational opportunities.

The Educational Equity Program focuses on educational problems faced at all levels by substantial numbers of children and adults who are not well served by the nation's public schools. Too often, women, ethnic and racial minorities, non- or limited-English speaking individuals, and students from low socioeconomic backgrounds are unable to find appropriate educational programs that fit their abilities, talents, aspirations, and cultural backgrounds. While our educational system is one of the best in the world, it is failing to give these persons the skills they require for full social and economic participation.

Many curriculum materials are lacking or biased in their presentation of historic roles and contributions of minorities and women. Members of these groups and women repeatedly encounter low expectations from teachers and counselors. Educational strategies, including tracking, overlook not only cultural and language differences but also learning style preferences among student groups. Respect and consideration for diversity should be part of educational practice if students from many cultural and socioeconomic backgrounds are to receive equity in the educational process.

The Educational Equity Group therefore sponsors research and development that will enable practitioners and decision-makers to make our educational system effective for all of America's students. In carrying out this effort, the Fiscal Year 1977 program focuses on students with any of the following characteristics:

- Live in a low socioeconomic milieu;
- Have limited or no knowledge of Engish;
- Are restricted by sex role stereotypes;
- Are participating in the process of school desegregation;
- Belong to an ethnic or racial minority; or
- Have learning styles and behavior patterns that differ markedly from school norms.

To address the problems confronting these population groups, five NIE units—whose programs are discussed in this brochure—have become the Educational Equity Group:

- The Compensatory Education Division;
- The Desegregation Studies Staff;
- The Multicultural/Bilingual Division;
- The School Discipline Studies Staff; and
- The Women's Research Staff.

In addition to individual program objectives, the Educational Equity Group units work together in response to special demands resulting from contemporary problems. The Group, for example, would be able to undertake research and develop programs to meet the educational needs of a new wave of immigrants.

The Educational Equity Group's FY 1977 program contains new research initiatives designed to address the learning needs of persons inadequately served by our educational system. The plan incorporates suggestions from both educational consumers and practitioners.

The organizational chart on pages 26 and 27 summarizes the major concerns of the Educational Equity Group and its five component units. The chart also shows unit heads, room numbers, and telephone numbers.

BACKGROUND AND PROBLEM

The Compensatory Education Division focuses upon the effectiveness of compensatory education in improving the schooling available to low-income students.

With the enactment of the Elementary and Secondary Education Act (ESEA) of 1965, Congress explicitly recognized compensatory education as a national priority. Title I of ESEA and related Federal programs have provided billions of dollars to school districts serving low-income pupils. Since 1965 the Federal investment in compensatory education has grown to about $2 billion annually, and many States have supplemented the Federal investment with major programs.

Ten years of research and program evaluation have shown that compensatory education is not an automatic nor universal success, but that often it has dramatic positive consequences for children. The determinants of success or failure in compensatory education are not mysterious. Success ultimately depends on the quality of the educational services delivered to children. Those services depend on the proper allocation and targeting of funds and good management by Federal, State, and local education agencies.

GOALS

The objectives of the Division are to identify the most promising educational, financial, and administrative techniques for improving the delivery of educational services to disadvantaged children.

The Division's 1977 research plans revolve around continued response to a 1974 Congressional mandate requiring NIE to conduct a comprehensive study of compensatory education. The Education Amendments of 1974 directed NIE to examine compensatory education in general, and to provide Congress with specific recommendations about program objectives, funding and administrative techniques, and educational programs.

The Compensatory Education Study focuses on three subject areas:

- **Student Development**—Investigations extend to the nature and objectives of existing compensatory programs in schools, the requirements of successful compensatory education, and the effectiveness of available instructional approaches.
- **Funds Allocation**—This subject area emphasizes research on the criteria for allocation of Federal funds to States and counties, to school districts, and to schools and students within districts. The analyses will assess the effects of alternative eligibility criteria on the amounts received by various States, districts and schools, and will evaluate the effectiveness of criteria in targeting funds to children most needing compensatory education.
- **Administration of Compensatory Programs**—The goals in this aspect of the program are to study the administrative bodies charged with identifying and serving children needing compensatory education. The impacts and results of program regulations and guidelines will be an integral part of the research.

PROGRAM INITIATIVES

The Compensatory Education Division will sponsor five program initiatives in FY 1977. The first two are ongoing programs; the others will start this year.

1. **Demonstration Projects in 16 school districts and separate district evaluations of those projects.** During FY 1975, 16 contracts were awarded to States, with school districts as subcontractors, to plan demonstration projects involving the effects of changing rules for allocating funds within school districts. A contract was also awarded to an independent research firm to evaluate these projects. During the 1975-76 school year, the 16 districts developed and refined their plans to change the eligibility criteria for receiving funds from that of poverty to achievement, and/or to change the number of schools and pupils who participate in the program.

During the 1976-77 and 1977-78 school years, those districts with plans accepted will operate under changed funds allocation procedures. The independent contractor will observe the effects of the demonstration projects during planning and implementation, and collect data on the characteristics of programs and of participating schools and students before and after the changes.

2. **Funds Allocation Studies: Relationship Between Title I and State School Finance Reform.** The Compensatory Education Division is charged with the responsibility of examining the implications of alternative procedures for allocating compensatory education funds. During the first two years of the mandated study, the Division concentrated on research about the effects of Federal funds allocation procedures. In the third year of the study, the Division will emphasize research on the implications of local and State financing. Studies will be initiated to examine the degree to which various State and local funding sources direct funds toward the specific needs of low-achieving and low-income students. Funding sources to be examined include:

- Normal State financing programs,
- State compensatory education programs,
- School finance reforms initiated in response to court order.

3. **Special Studies of Title I Regulations and Federal Management Processes.** To fulfill its responsibility of managing Title I, the Department of Health, Education, and Welfare has established various internal procedures. For example, the Division of Education for the Disadvantaged has developed several ways to manage Title I program operations, including procedures for review of State efforts. In addition, the HEW Audit Agency monitors the fiscal management of States and local districts.

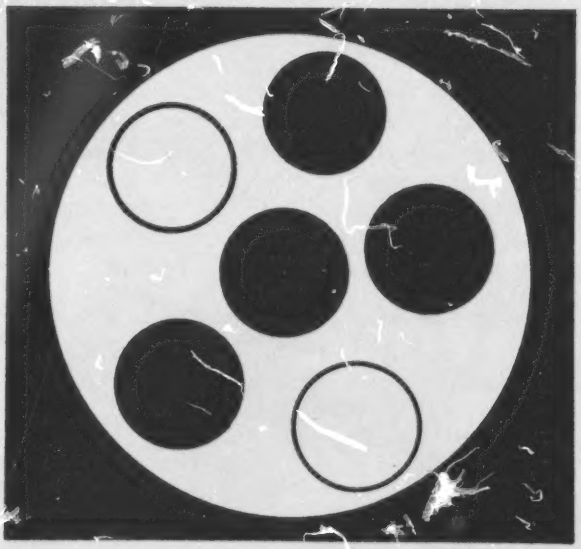
During FY 1977, a study of these various management activities and intergovernmental relationships will be conducted. This research is being conducted in the final year of the Compensatory Education Study, to provide up-to-date information to Congress on Federal regulations and management.

4. Syntheses and Conferences in Preparation for the Final Report. Preparing the final report and crystallizing its recommendations will require two major additional activities:

1. Syntheses of Compensatory Education Study research findings and of related research and literature. Projects funded by the study examine the various components of a large-scale compensatory program. To interpret their findings, however the projects must be related to other existing and ongoing research concerned not primarily with compensatory education but with wider educational administrative and political issues. Questions of curriculum effectiveness and of local government finances would be examples. Researchers and educators in a variety of social science disciplines will be involved in preparing these syntheses.

2. Extensive consultations with groups and individuals directly concerned with the conduct of compensatory education programs and with experts in compensatory education and education policy. A major concern of the staff during the preparation of the Final Report will be to discuss the study's findings as widely as possible to obtain the reactions and interpretations of experts and interest groups. This process will help maximize the validity of the report's conclusions, the practicability of its recommendations, and the usefulness of its research to the compensatory education community. A number of conferences and meetings through the country will be required.

5. Pilot Implementation of Alternative Designs for Compensatory Education. The Division is requesting additional funds to initiate projects which result from the major study. Those projects are intended to augment research findings anticipated in the student development area. In FY 1975, four projects were funded to explain and critique innovative approaches to compensatory education programs. These new approaches range from marginal adjustments in instructional techniques to changes in school organization. They can be used generally in compensatory education or targeted to specific groups. The intended product of these studies is an agenda of new approaches which can be presented to Congress along with assessments of existing compensatory education programs.



Desegregation Studies Staff

BACKGROUND AND PROBLEM

In the more than two decades since the monumental Supreme Court school desegregation decision of 1954, the United States as a society has been grappling judicially, philosophically, and pedagogically with the problems of bringing majority and minority group children together in public school classrooms. It would be merely historical recitation to detail the various moods of our society with respect to the degree, frequency, and intensity of interest in achieving desegregated public education. Racial integration has been viewed by many in our society as a critical dimension of educational opportunity and as a means to fullfill the goal of equal justice for all children, regardless of their race, ethnicity, or religious background. It is thus appropriate that NIE undertake research in this area of vital national concern. The moral and legal mandate for the elimination of segregation in our public schools is clear. The issue facing us now is how to make such educational settings viable and humane places for all children.

Issues surrounding the desegregation of our schools are multifaceted and complex. An effective research effort in this area must reflect this complexity and respond accordingly. Thus the Desegregation Studies Staff has sought to pursue research that addresses questions of knowledge, questions of policy, and questions of practice. Studies range from micro-classroom processes of status equalization and teacher expectations to the mid-range of crisis prevention and resegregation, to the macro issues of law and education, "white flight," teacher training, and federal interagency coordination.

GOALS

In its FY 1977 program, the goal of the Staff is to address several current problems involving school desegregation. They include the following:

- Resegregation of students because of ability or curriculum tracking within desegregated schools;

- The presence of unequal status conditions in desegregated schools;
- The relation of school desegregation policies to residential mobility patterns;
- The use by the courts of social science data in adjudicating school desegregation cases;
- The need for an ethnographic data base describing the variety of desegregation processes within desegregated schools;
- The need for the development of innovative techniques for easing tensions and potential conflicts during the early stages of school desegregaton;
- The need of special teacher training for those in integrated schools; and
- The impact of teacher expectations upon student motivation and performance in desegregated settings.

PROGRAM INITIATIVES

Eight specific FY 1977 program initiatives have been determined to enhance our understandings of the problems listed above and to provide research findings relevant to their solution:

1. **School Resegregation.** An assessment of the mechanisms by which schools create internal resegregation will be undertaken so as to determine how such mechanisms and procedures can be modified or eliminated. Alternative strategies for promoting school integration will be devised.

2. **Presence of Unequal Status Conditions in Desegregated Schools.** A status equalization model for integrated classrooms, developed from seven years of laboratory experimentation, will be field tested in the Berkeley, California, public schools to determine its effectiveness and potential for replication elsewhere.

3. **School Desegregation Policies and Residential Mobility Patterns.** Studies are planned to assess the impact of various school desegregation policies upon the rates, variations, and dynamics of residential mobility patterns. Of particular import is the support of a three-year study of the process in Louisville, Kentucky.

4. **Education, Social Science, and the Judicial Process.** Research shall be initiated as a follow-up to a recent international symposium of scholars, judges, lawyers, and educators held to discuss the potentials and limits of using social science data in judicial proceedings on matters of school desegregation.

5. **Ethnographic Accounts of Desegregated Settings.** Support shall continue for six teams of anthropologists currently conducting three-year studies of the variations and alternatives in desegregated school settings. Identifying socialization and interracial interaction patterns which occur in integrated schools will be an important outcome of these studies.

6. **Facilitating School Desegregation.** The Staff will identify and assess current innovative techniques employed to ease tensions and reduce potential conflicts during the desegregation process. Site testing will be supported for those models considered especially promising.

7. **Development of Teacher Training Procedures.** After examining current approaches to both in- and pre-service training developed especially for the desegregated setting, the Staff will select several thought to be most promising, and then develop strategies for disseminating information about them and work to promote their adoption elsewhere.

8. **Teacher Expectations in Integrated Settings.** Support shall continue for work on the impact of teacher expectations upon both majority and minority students' motivation and performance in integrated settings. Such information will be of value in developing equal status conditions and equal educational opportunity in the desegregated school setting.

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CURRENT DESEGREGATION STUDIES

1. **Field Studies in Urban Desegregated Schools**: Six ethnographic field studies, spanning three years, are being conducted at sites across the country. These studies will generate a data base on the actual life and milieu of the integrated setting.

2. **International Symposium on "Education, Social Science and the Judicial Process"**: In February 1976, scholars, educators, and jurists were brought together to discuss the manner and form in which social science data are being used in judicial hearings. Further research will focus on how new data can be generated that are applicable to both the social science and legal communities.

3. **Study of Interrelations of Protest and Politics in the Boston Desegregation Process**: This research is the first quasi-experimental panel study on community reactions to court-ordered desegregation in a large northern city. The findings will allow a systematic examination of how background factors, attitudinal variables, and neighborhood characteristics influence (a) responses to Federal Court orders and (b) behavioral decisions by parents in regard to residential relocation or transfer to private/parochial schools within the city.

4. **Development of On-Site Crisis Prevention Models for Desegregated Schools**: This program supports development and dissemination of techniques to help principals and teachers cope with the strains and conflicts of the initial stages of the desegregation process. Emphases upon classroom, school, and community factors are included.

5. **Studies of School Resegregation Patterns and Processes**: Several school systems are being supported in their efforts to develop and implement their own plans for diminishing or eliminating within-school resegregation resulting from ability or curriculum grouping practices.

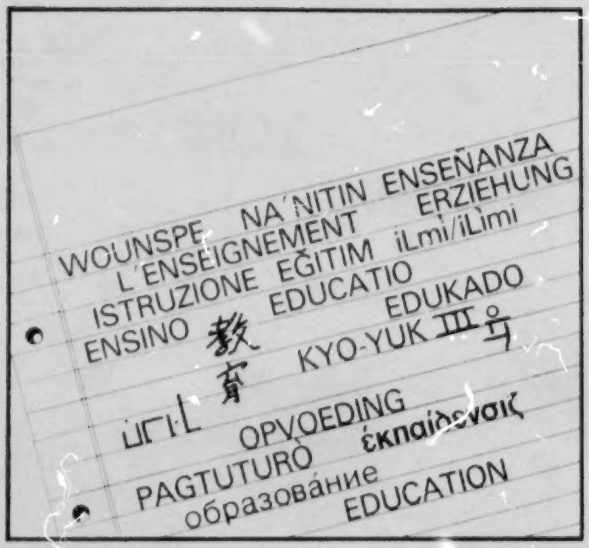
6. **Unequal Status Conditions in Desegregated Schools**: There is increasing evidence that in the process of desegregation, schools evolve a new internal status hierarchy where minority students are relegated to the lower status positions. This program will test in several Berkeley, California, public schools one model of status equalization as to its effectiveness and potential replicability.

7. **Postsecondary Training for Teachers in Desegregated Settings**: Research is sponsored to identify, review, analyze, and catalog "Current Best Practices" in promoting skills development for effective instruction and curriculum design in desegregated settings. As a follow-up, one or more models shall be supported in efforts to disseminate their practices.

8. **Study of Teacher Expectations in Desegregated Settings**: Research is underway which is concentrating on the interrelations of teacher expectations and the expectations children develop for their own performance when they are in integrated settings. Of particular importance is the question of how the social matrix affects the expectation process.

9. **NIE Interns**: The Desegregation Studies Staff, in conjunction with the Institute for Educational Leadership at George Washington University, seeks to provide several fellowships each year for scholars interested in research and policy making related to issues of school desegration.

10. **Desegregation and Residential Mobility Patterns**: Research is being supported on the impact of the desegregation process upon the choices of residents with respect to staying or leaving areas impacted by desegregation efforts. A three-year study of the Louisville, Kentucky, situation is one such study being supported to address this issue.



BACKGROUND AND PROBLEM

Since the late 1960's bilingual education and more recently multicultural curriculums have attracted increased research and instructional attention. Multicultural education is a teaching and learning process that incorporates the affective values, cognitive styles, and cultural identities of the student into instruction. Bilingual education is a special aspect of the multicultural effort, one that deals with the use of more than one language in a single instructional setting.

The new emphasis was shown by landmark Federal legislation such as the Bilingual Education Act, State passage of bilingual legislation, State and Federal court decisions, and the activities of bilingual task forces and advisory groups within professional organizations and minority communities.

Legislation and court decisions involving multicultural/bilingual education have moved faster than research in meeting educational challenges. The school experiences of children from minority backgrounds continue to reflect a discouraging picture of inappropriate placement in low performing tracks, poor reading and content area achievement, and eventual school dropout. Although occasionally successful, instructional methods recommended by researchers and practitioners have yet to be proven adaptable enough to assure equal educational opportunity for all students from racial, ethnic, and linguistic minorities.

Two major reasons help explain the inconsistent success of existing instructional approaches. First, there is limited information available about cultural content and language use in minority communities. Second, this type of information is not applied to an instructional program design and implementation. The cultural content presently included in education is confined largely to ethnic heritage and omits the ongoing, dynamic processes of acculturation. Available research on acculturation in

minority communities—defined by ethnicity, race, language, or shared values and standards—is primarily concerned with the disadvantages of community membership. Educators know so little about variations in language and social interaction styles within minority communities that frequently even casual verbal exchanges among teachers, parents, and students are misunderstood. This ignorance imposes severe limitations on the educational planning process. Also, subtle community characteristics that could affect the success of instructional approaches may go undetected in program evaluations.

GOALS

In FY 1977, the Multicultural/Bilingual Division will focus on two main areas:

- Developing an understanding of the educational needs, characteristics, and content of differing cultural and linguistic communities; and
- Helping schools apply this understanding to educational practice in instructional systems.

The underlying premise of these goals is that effective instructional decisions for students of distinct cultural and linguistic backgrounds require an understanding of community characteristics.

PROGRAM INITIATIVES

To achieve these purposes the Division will support research and development in two closely interrelated areas:

1. **Social/Cultural Processes**—activities to identify those elements of cultural and linguistic communities that affect educational programs, and how these underlying characteristics are acquired in specific types of community settings.

2. **Instructional Processes**—activities to use information about cultural and linguistic communities in designing and implementing instructional programs.

SOCIAL/CULTURAL PROCESSES

The Division will focus on four social/cultural processes that have a significant impact on programs in multicultural/bilingual education. One process is the community's role as a participant in formulation or review of instructional goals or approaches. The second process is the socialization role enacted by various individuals with young children. The third and fourth processes directly focus on learners in cultural and linguistic communities and address, respectively, the manner in which language is used in social interactions, and the strategies learners use in acquiring information or achieving personal goals. Variations in processes within and between communities will be identified and applied to instruction.

The Division will focus on two approaches to obtaining and using information about cultural content and processes. First, community participation models in educational decisions will be studied as a means of channeling information directly to schools on community needs and values. Second, indirect information will be provided to schools through investigations, in community settings, of student proficiencies, teaching roles, and student learning processes. Results from these community-based investigations will be applied to teacher training for use in instructional activities. Variations in cultural content and processes within and between communities will also be examined.

Community Participation in Educational Decisions. Analyses will be conducted of community characteristics relevant to educational goal formation and to curriculum preparation and review. Included here is a project in which American Indians provide cultural information for supplementary readers and review the resulting curriculum. Another project will design studies of the relationship between community characteristics and various language planning and curriculum review models. Communities and educational institutions will participate jointly in the decision-making.

Socialization Roles. Projects in this area will lead toward applying to instructional practice information about the roles and responsibilities of parents, family, and other community members in transmitting cultural content to children. Extensions of these community-based roles to transmitting education-related information will be explored.

Language Uses. This initiative is intended to increase teacher understanding of student language uses in non-school and school settings and the ways of adapting classroom approaches to the language styles of different linguistic and ethnic minorities.

Learning Strategies. Information about strategies linguistic and ethnic minority students use to acquire information in non-school and school settings will be collected and applied to instructional practice. Studies in this area will focus on cognitive learning strategies and on social interaction and problem-solving strategies.

INSTRUCTIONAL PROCESSES

Information about the dynamic characteristics of cultural and linguistic communities can be applied to education by focusing on key instructional decision processes. These occur in the following areas:

- Identifying students needing multicultural or bilingual education;
- Preparing teachers;
- Designing effective instructional approaches; and
- Evaluating student progress.

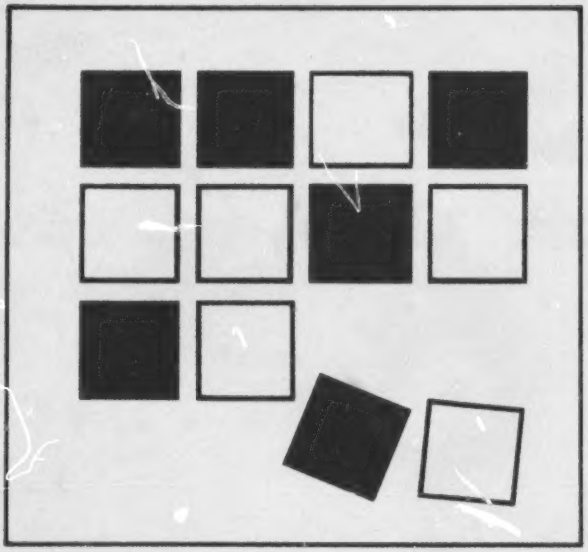
Each of these decision areas is influenced by the distinct characteristics of the community setting and of the students.

Student Identification. The Division will analyze methods to identify student needs and determine the level of student proficiency for entry into multicultural/bilingual programs. Projects include preparing a critical analysis and comparative evaluation of assessment instruments, determining the validity of assessment procedures used for identification, and developing instruments to assess reading proficiency in Spanish.

Teacher Preparation. Procedures and standards will be identified and proposed for inservice and preservice preparation of teachers for multicultural/bilingual programs. Research is being conducted on teacher training in language arts in multicultural/bilingual programs. New research will focus on identifying teacher competencies.

Instructional Approaches. Effective conditions for educating children in multicultural/bilingual classrooms will be analyzed. Projects will include a critical analysis of curriculum materials, a design for an intensive examination of exemplary bilingual programs, and initial development of a comparison of instructional approaches appropriate to different language groups and community settings.

Evaluating Student Progress and Program Outcome. The Division will analyze general conditions and student characteristics that indicate student readiness to receive instruction in English. Developing evaluation designs for schools with bilingual programs will also be an integral part of the Division's FY 1977 program plan.



School Social Relations Staff

BACKGROUND

The School Social Relations Staff conducts research on the social environment of the school—i.e., the patterns of interaction and attitudes among students, teachers, and administrators which constitute the fabric of daily experience there. The social environment is of considerable importance to the achievement of a reasonable level of student cognitive and social development (learning, for short) which is taken to be the primary end of education. While curriculum, instructional practices, student background and other such factors have been the subject of much research, the social climate and its relation to learning has been less extensively investigated.

It is fairly clear that school conflict above a moderate level can hamper the educational process and that the resolution of such conflict removes an impediment to learning. It is also apparent that when social relations in the school are cooperative and mutually supportive, learning is facilitated in a positive way. But beyond that, the student's daily experience of the school's social environment is itself a learning experience of considerable significance. Education in school occurs as a result of two major types of curriculum. One, the manifest curriculum, is essentially the array of courses which the school presents. The other, the latent curriculum, is composed of those non-instructional aspects of school experience which play a significant role in the development of social attitudes and relations, personal values, individual motivation, and the like. The social environment is a major part of the school's latent curriculum.

The social environment is affected in an ongoing way by three related factors, each of which is composed of a large number of variables: a) the school as an institution, which is understood in terms of its organization (structure) and its practices (function); b) the community beyond the school, which in its broadest terms is the society as a whole; and c) the individual student,

teacher, or administrator. The role of social climate as an intervening variable in the educational process is illustrated below (for simplicity's sake, other variables and causal paths are not presented).

The diagram below illustrates a set of ongoing relations. But there is also an important historical dimension that provides a framework for understanding the current state of social relations in schools. Today there is evidence of increasing student alienation from the school, which mirrors an increasing alienation of youth from the adult world and its institutions. In school that alienation manifests itself in vandalism, conflict, non-cooperation, and active resistance. In part this state of affairs may be attributed to the increased segregation of youth from adult society in the last half-century and the evolution of a self-conscious youth culture within that context. This line of analysis provides an interpretive framework of considerable value for understanding current social relations in the school, but it is regarded here more as a perspective that sheds light on these relations than as a definitive statement.

PURPOSES

The purposes of the School Social Relations Staff are:

- To understand how the school's social environment affects student cognitive and social development;
- To understand the contemporary and historical factors affecting the school environment; and
- On the basis of these understandings, to identify, develop, and test school practices that will affect the social environment in such a way as to facilitate learning.

PROGRAM

The FY 77 Program of the School Social Relations Staff examines:

- Various community and individual factors affecting the social climate;
- Current school practices that affect the climate; and
- New and promising approaches that may be expected to improve it.

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The FIRST set of research activities examines community and individual factors influencing social relations in the school.

1. **Social Values and School Environments** investigates the changing role of youth in the family and the effect of that change on the school social environment.

2. **Hyperactivity Project I** examines the concept and attempts to discover the incidence of hyperactivity among school children.

The SECOND set of research activities investigates the relation between present school practices and the social climate.

1. **School Performance and Student Behavior** studies an apparent relation between grading practices, individual behavior, and social climate.

2. **Hyperactivity Project II** is concerned with the practice of identifying (in the school) children thought to be hyperactive and recommending them for diagnosis and treatment.

3. **School Discipline and Student Rights** examines the student's perception of disciplinary practices, their impact on student rights, and implications for school social relations.

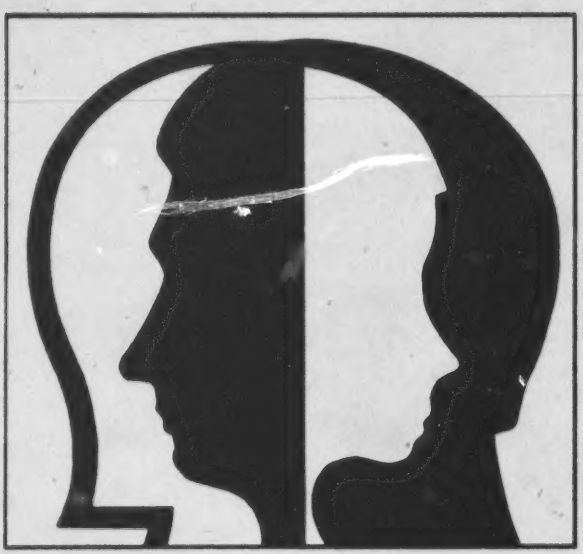
The THIRD set of research activities concerns the identification and development of new approaches to fostering school environments favorable to learning.

1. **Experiments in Organizational and Programmatic Design** tests innovative methods of promoting favorable school environments.

2. **Alternative Schools Study** examines promising alternative schools for "disruptive" youngsters.

3. **Due Process Project** involves the development of due process procedures intended to make school practices consistent with recent Supreme Court decisions, fair from the student's viewpoint, and effective in fostering a good school climate.

Finally, the School Social Relations Staff will continue to work on the Safe School Survey, a Congressionally mandated study of violence and vandalism in schools, due to be completed by July 1977.



Women's Research Staff

BACKGROUND AND PROBLEM

The problem addressed by the Women's Research Staff revolves around women's academic and occupational attainment. Women are underrepresented among college students, college graduates, graduate students, faculty, professionals and managers. This situation has been created by sociological, psychological, economic, political and historical factors. The roots of the problem begin during the early socialization of females, which conditions them to expect and to seek a very limited range of academic and occupational options.

GOALS

The overall goal of the Women's Research Program is to understand and to seek solutions to the educational, occupational and, therefore, the total life inequalities women face. Such inequalities derive from factors such as the attitudes and motivations women have internalized, as well as from external factors such as unequal educational programs and facilities. Gradually, external inhibitors are being weakened because of sex discrimination laws. Nonetheless, more work is needed to understand and deal with all the contributing factors.

PROGRAM INITIATIVES

The Women's Research Staff is focusing on five major areas:

- Educational leadership and achievement;
- Educational and occupational problems of minority women;
- Social, psychological, and economic factors inhibiting educational equality;
- The impact of the educational system on women; and
- Factors affecting sex differences in cognition.

The first three areas build upon previous research conducted under the auspices of the Women's Research Staff; the last two will be new in FY 1977.

Educational Leadership and Achievement. An examination of the limited participation by women in educational leadership is necessary for two reasons. First, women—who constitute a large percentage of the teaching work-force—are noticeably absent from positions of educational leadership. Second, an understanding of the factors that inhibit or facilitate the assumption of educational leadership positions could be applied to many other leadership areas from which women are excluded.

The educational leadership initiative in FY 1977 will be based on 1975-1976 research by the Women's Research Staff, which examined differential achievement patterns among women and men. It will include developing training models to help individuals select the most appropriate and productive achievement pattern for a given situation, plus a study of female leadership behavior.

The 1977 program will involve the following elements:

- Reviews of the literature on leadership in general, female leadership and educational leadership;
- Analyses of the processes by which females are turned away from leadership activities and achievement in education; and
- Development of intervention techniques in the form of training modules to help women develop leadership achievement behavior.

Both staff-produced and contracted research efforts are planned.

The staff will investigate group membership behavior of women and its relationship to various achievement patterns. It will also attempt to determine the links between leadership and achievement behavior. Research on the role of female leaders in alternative schools, as well as several other projects dealing with female leadership in traditional educational settings, will be part of an extramural program.

These research efforts will be useful to educators and educational planners as well as to policy planners from other fields concerned with encouraging leadership among women.

Educational and Occupational Problems of Minority Women. This research addresses the question of minority women's under-representation in the worlds of education and work, focusing on women from different cultural, racial, and ethnic backgrounds. Within this framework, the Women's Research Staff will develop a series of studies to examine in detail the special educational and occupational problems of women who are Black, Hispanic, Native American, and Asian-Pacific American. Special attention will be paid to women at the lowest third of the occupational and socioeconomic spectra, since many such women are minority group members.

The initial phase of this work involves a series of agenda-setting conferences, each concentrating on a different minority group. These conferences will result in literature reviews, identification of key research issues, and development of a research program to address the educational and occupational problems confronting minority women.

Social, Psychological, and Economic Factors Inhibiting Educational Equality. This part of the program will continue ongoing research directed toward the under-representation of women among leaders and achievers. One program emphasis for FY 1977 research is the development of two models of sex role learning and sex discrimination.

A second priority is the analyses of the data collected in the Educational and Occupational Behavior of Married Women study begun in 1968. This longitudinal study examines the factors involved in the educational and occupational achievement decision-making of 1,800 females. A related study of the respondents' parents is planned for FY 1977. This should help clarify the processes involved in women's educational choices and in their achievement orientation. The ongoing behavior study represents a major data bank for studying the predictors of educational achievement, drop-out patterns, and the educational and occupational reentry problems of adult females. The study also will provide information about family patterns that impede and/or facilitate female educational achievement.

The Impact of the Educational System on Women. This effort will involve examining two existing components of the educational system—affirmative action and Women's Studies—to determine their impact on the educational status of women. Specifically, the Women's Research Staff proposes development of a task force to consider affirmative action programs as they affect the progress of women in the educational system. This task force would conduct exhaustive studies of current affirmative action strategies and results, in an effort to recommend new and more productive approaches to increasing educational opportunities for females.

In addition to examining affirmative action, the Women's Research Staff plans to evaluate the almost 200 university-level Women's Studies programs. Women's Studies (usually a set of interdisciplinary courses that looks at the role of women from a feminist perspective) currently is at a point in its development where a comprehensive evaluation of its program would be useful in determining future directions. The Women's Research Staff will sponsor a conference of Women's Studies directors to identify the issues they consider important, and seek their help in the evaluation effort. The long-range plan is to examine several different models of Women's Studies that may serve as "lighthouse" centers for other institutions desiring to develop such programs.

Factors Affecting Sex Differences in Cognition. Research in this area will concentrate on individual learning processes, an area educators understand only partially. Potential sex differences in cognitive style is an important research focus that could shed additional light on how and why females and males learn math, science, literature and languages in different ways. A systematic investigation of the psychological, sociological, economic, and physiological factors associated with sex differences in cognitive style will provide the background for new training programs for women scientists, mathematicians, and financiers. Strategies for working with, enlarging, and adapting cognitive styles to different learning situations are logical extensions of this program.

This research is designed to encourage social and educational policy planners to consider cognitive differences in developing programs. Classroom teachers, remedial therapists, parents, and guidance counselors will be able to utilize the research results.

WOMEN'S RESEARCH STAFF

1. **Achievement Styles Project**: examines four distinct achievement patterns exhibited by women and men.

2. **Study of the Educational and Occupational Behavior of Married Women**: a longitudinal study that examines the impact of the women's movement on the educational and occupational aspirations of married women.

3. Two contracts to **Develop Models of Sex Role Stereotyping and Sex Discrimination.**

4. **Minority Women's Project**: involves a series of studies that examine the special educational and occupational issues confronting women who are Black, Hispanic, Native American, and Asian-Pacific American.

5. **Crisis and Role Change Study**: attempts to understand a wide range of role change patterns as a social response to crisis.

6. **Educational Leadership Project**: examines the factors associated with women's under-representation in educational leadership.

7. **Study of Sex Differences in Cognition**: focuses on sex differences in cognitive styles that relate to the problem of women's underselection of math and science majors and careers.

8. **Affirmative Action Task Force**: considers affirmative action as it affects the educational system.

9. **Evaluation of Women's Studies**: involves a comprehensive evaluation of more than 200 Women's Studies programs currently existing at the college/university level.

Organization and

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COMPENSATORY EDUCATION DIVISION	DESEGREGATION STUDIES STAFF
Studies and evaluates programs focusing on disadvantaged students from low socioeconomic backgrounds. Investigates causes of success or failure in compensatory education programs such as those funded under Title I of the Elementary and Secondary Education Act.	Investigates problems associated with school desegregation and works with educators to determine the best ways of educating students in desegregated settings.

Concerns of the Educational Equity Group

Associate Director, Educational Equity Group

Studies, initiates, and develops programs that will help educators provide high quality education for students whose opportunities have been limited due to native language or culture, race, ethnicity, sex, socioeconomic background, or behavioral problems. Also plans to examine emerging societal issues concerned with educational equity.

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MULTICULTURAL/BILINGUAL DIVISION

Addresses the problem of students who do not speak English, who speak a non-standard dialect, or whose culture differs significantly from the majority of American students. Administers a research and development program on instructional processes and sociocultural elements that affect multicultural/bilingual students.

David Boesel
Head
(202) 254-6271

SCHOOL SOCIAL RELATIONS STAFF

Conducts research to reduce conflict and promote improved social relations in school. Finds ways to develop school environments that contribute to student learning and social development.

Jean Lipman-Blumen
Head
(202) 254-5736

WOMEN'S RESEARCH STAFF

Studies the problems women face in obtaining equal education opportunities and leadership positions. Analyzes the social processes contributing to the inequities and seeks ways to eliminate inequalities.